

Curriculum Overview

Year 4

Year 4 at William Law CE Primary School

This document will cover:

- Foundation curriculum overview
- Maths - Autumn overview
- Reading & Writing overview for Autumn
- Writing & SPAG progression for the year
- Reading skills for Autumn
- History overview for Autumn
- Science One & Two overview for Autumn
- Computing overview for Autumn
- PSHRE overview for Autumn
- DT overview for Autumn

The Curriculum in Year 4

The Foundation
curriculum for
Year 4

Y4	History Ancient Egyptians	Science Animals: humans (digestion, teeth) Science 2.3 Science 3.3 Science 6.1	History Local history study Edith Cavell	Science Electricity –simple series circuits. Conductors and insulators Science 6.2	Geography Rivers & the water cycle Stibbington (Rivers)	Science States of matter –changing state and water cycle Science 5.4	Geography Region in the UK study: London Geography 3.1	Science Animals including humans (Food chains)	History Britain's Settlement by Anglo-Saxons and Scots	Science Living things- classification keys and different environments Science 6.4	History The Vikings' and Anglo-Saxons' struggle for the Kingdom of England to the time of Edward the Confessor	Science Sound –pitch and volume
	Art Storytelling through Drawing	PE Hockey Outdoor Adventurous Activities	DT Textiles- Fastenings	PE Handball Gymnastics	Art Exploring Patterns	PE Basketball Dance	DT Mechanical systems – Making a Slingshot Car	PE Lacrosse Dance	DT Electrical systems – Torches Linked to Science Curriculum	PE Football Tennis	Art Festival Feasts	PE Athletics Cricket
	PSHRE Introduction lesson Family and relationships	Computing Computing Systems and Networks Collaborative Learning	PSHRE Family and relationships Health and wellbeing	Computing Programming 1 Further coding with Scratch	PSHRE Health and wellbeing Safety and the changing body	Computing Creating Media Website design	PSHRE Safety and the changing body	Computing Skills Showcase HTML	PSHRE Citizenship	Computing Programming 2 Computational Thinking	PSHRE Citizenship Economic wellbeing Transition lesson	Computing Data Handling Investigating weather
	RE Creation	Music Food and drink - performance Environment - composition RECORDER	RE How does Bat/Bar Mitzvah influence the lives of young Jewish people?	Music In the past - notation Sounds - exploring sounds RECORDER	RE How does the Torah influence the lives of Jewish people?	Music Around the world – exploring pitch Communication – composition RECORDER	RE Why do Christians remember Holy Week every year?	Music Production RECORDER	RE What kind of world did Jesus want?	Music J Sax – First Access	RE What's it like to be a Sikh today?	Music Samba – exploring rhythm
	MFL - French Rigolo 1 unit 1 Bonjour (skills & vocabulary relating to greetings, asking & answering introductory questions including names, ages and feelings, numbers to 20)		MFL - French Rigolo 1 unit 2 En Classe (skills & vocabulary relating to classroom instructions describing school bag items & asking questions.)		MFL - French Rigolo 1 unit 3 Mon Corps (skills & vocabulary relating to body parts, describing hair, eyes and appearance)		MFL - French Rigolo 1 unit 4 Les Animaux (skills & vocabulary relating to counting & describing animals and pets.)		MFL-French Rigolo 1 unit 5 Ma Famille (skills & vocabulary relating to introducing family members & the French alphabet sounds.)		MFL-French Rigolo 1 unit 5 Ma Famille / unit 6 Bon Anniversaire (skills & vocabulary relating to 1st person descriptions & opinions about food.)	

Maths coverage in Year 4 Autumn term

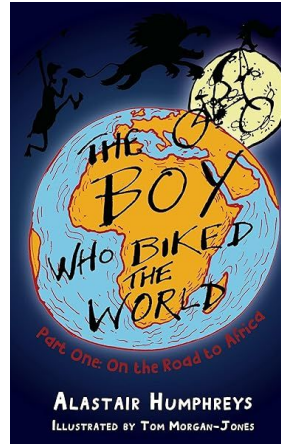
Autumn

Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division	Measurement
<ul style="list-style-type: none"> Count in multiples of 25. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Identify, represent and estimate numbers using different representations. Read Roman Numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. Order and compare numbers beyond 1000. Recognise the place value of each digit in a four-digit number. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems with increasingly larger positive numbers. <p><u>Ready to progress objectives</u></p> <p>4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.</p> <p>4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> <p>4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p>	<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Count in multiples of 25 and 1000. Use place value, known and derived facts to multiply and divide mentally including multiplying by 0 and 1, dividing by 1, multiplying together three numbers. Recall and use multiplication and division facts up to 12x12. Multiply 2 and 3-digit numbers by a 1-digit number using the formal written layout. Solve problems involving multiplying and dividing including positive integer scaling problems and correspondence problems in which N objects are connected to M objects. <p><u>Ready to progress objectives</u></p> <p>4NF-1 Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4NF-2 Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context.</p> <p>4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)</p> <p>4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.</p> <p>4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p>	<ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. Convert between different units of measure for example km to m.

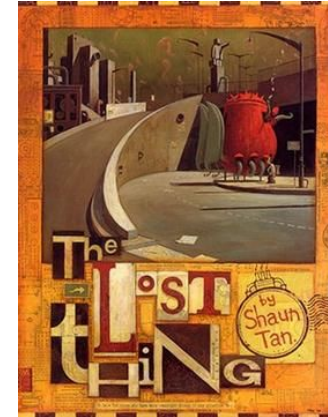
The Book Spine in Year 4 for Autumn term

Year 4	Autumn Term 1	Autumn Term 2
Core text for Reading	Shared Reading: The Boy who Biked the World Part 1	Shared Reading: The lost thing -Shuan Tan
Genre (model text, purpose)	Narrative- Wild Child Adventure story - <i>Focus on character</i> T4W- Adventure child	Recount - Magazine article Meeting the Wild Child - T4W Poetry- T4W model text - Dragons Wood
Class book (daily read aloud)	The Boy who Biked the World	Varjak Paw by SF Said - ZPD 3.8

In Autumn term 1 we will be reading **The Boy Who Biked the World** - an adventure story of a boy who cycles around the globe!



In Autumn term 2 we will be looking at the picture book **The Lost Thing** by Shaun Tan.



The Book Spine in Year 4 for Autumn term

Year 4	Step 13 Autumn	Step 14 Spring	Step 15 Summer	End of year expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> Ask questions to clarify understanding. Identify main themes/ideas based on evidence drawn from different points in the text. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			
Word Reading	<ul style="list-style-type: none"> I can usually read a range of appropriate texts with fluency and accuracy. I can recognise prefixes and suffixes in words. I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> I can read a range of appropriate texts fluently and accurately, including exception words. I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-impor-tant). 	<ul style="list-style-type: none"> I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. <p>I can read most (Year 4/5 HFW), understanding the correspondence between spelling and sound.</p>	<ul style="list-style-type: none"> Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read. -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 				

Writing and SPAG in Year 4

Year group	Sentence types	Grammar and Punctuation	Word classes
Year 6	<p>Recap Year 2</p> <ul style="list-style-type: none"> Simple sentences, identifying what is the subject and object. <p>Recap Year 3</p> <ul style="list-style-type: none"> Write a compound sentence using coordinating conjunction Write a complex sentence using conjunctions to make a subordinating clause <p>Recap Year 5</p> <ul style="list-style-type: none"> Write a complex sentence using parenthesis. 	<p>Recap Year 3</p> <ul style="list-style-type: none"> Use a range of coordinating conjunctions (for, but, so, yet) To use the past tense correctly. To use the present tense correctly including present perfect (He has gone out.) <p>Recap Year 4</p> <ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (because, although, since, after, before) Use commas to separate complex sentences Use the correct use of plural possessive apostrophe To punctuate speech accurately including inverted commas and commas to separate reporting clause for speech. <p>Recap Year 5</p> <ul style="list-style-type: none"> Use parenthesis, brackets, commas and dashes, to add detail to a sentence. To use relative clauses using a relative pronoun to add detail to a sentence <p>Year 6</p> <ul style="list-style-type: none"> Use semicolons, dashes, colons and hyphens within a context 	<p>Recap of Year 2</p> <ul style="list-style-type: none"> To use and understand verbs. To use and understand adverbials. <p>Recap of Year 3</p> <ul style="list-style-type: none"> To use prepositional phrases To use similes within a sentence <p>Recap Year 4</p> <ul style="list-style-type: none"> To begin to use active and passive verbs within a sentence. To use a thesaurus to choose suitable vocabulary and uplevel synonyms <p>Recap Year 5</p> <ul style="list-style-type: none"> Use adverbial openers punctuate these correctly to create a cohesive paragraph

Write an antonym for the word	Difficult	Circle the adverb	Furiously, the old man slammed the door shut.
Write a synonym for the word	Patience	Underline subject, verb and object to the sentence	Sam baked cakes for charity and he sold them at breaktime
Add the possessive apostrophe to the sentence	Has anyone seen Anitas book?	Circle the adjective.	I fried some chopped onions.
Write the contracted version of the word	I would not like to ride on that massive roller-coaster.	Is the sentence active or passive?	The creak door was opened by the man.

We work on a weekly rotation of SPAG.

We do 4 lessons of spelling a week. All of which are focused on one spelling pattern.

We then do SPAG recaps at the start of every lesson of English along with an 8 Box challenge focused on 8 specific grammar strategies.

Reading skills coverage for Autumn

Year 6	Step 19
Comprehension	<ul style="list-style-type: none"> I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. I can ask questions to confirm what I already know. I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. I can compare and contrast the styles of different writers and provide examples. I am able to link them with my own ideas to support what I say.
Themes and Conventions	<ul style="list-style-type: none"> I can identify the ways in which one paragraph is linked to the next. I can take part in discussions, taking account of what others say and comment on their ideas.

Year 6	Step 19
Language for Effect	
	<ul style="list-style-type: none"> I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.
Making Inferences	<ul style="list-style-type: none"> I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. I can refer to the text to support my predictions and provide examples.

Word Reading	<ul style="list-style-type: none"> I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix <u>circum</u> meaning around).
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Outcome - Range of Texts




Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

History for Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 4 - Ancient Egyptians - Autumn 1								
What we already know: <ul style="list-style-type: none"> · Egypt is a country in the continent of Africa. · The climate of Egypt is different to that of the UK. · Human and physical geographical features of Egypt. · What life was like in Stone Age Britain 				What's next? Year 5 - The Ancient Greeks				
The Sumerians	The Indus	The Egyptians	The Mayans	Shang Dynasty	The Greeks	The Romans	The Incas	The Aztecs
5300 BC - 1930 BC	3300 BC - 1300 BC	3100 BC - 50 AD	2600 BC - 1524 AD	1600 BC - 1000 BC	800 BC - 146 BC	500 BC - 476 AD	1230 AD - 1525 AD	1345 AD - 1521 AD
Story of Egypt		Society and Government		Beliefs		Vocab		
<p>The River Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems.</p> <p>The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.</p> 		<p>Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society.</p> 		<p>We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.</p> <p>Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.</p> <p>The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.</p> <p>Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities.</p> 		<p>Tier One Ancient Culture Afterlife</p> <p>Tier Two Civilization - a human society with its own social organisation and structure Fertile - rich in nutrients to support the growth of plants Hieroglyphics - symbols in the form of pictures that make up the Egyptian writing system Irrigation - supply land with water in order to help crops grow Mummification - the preserving of a dead body Pharaoh - the king of ancient Egypt</p> <p>Tier Three Papyrus Hierarchy</p>		

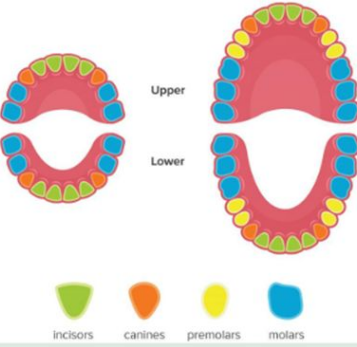
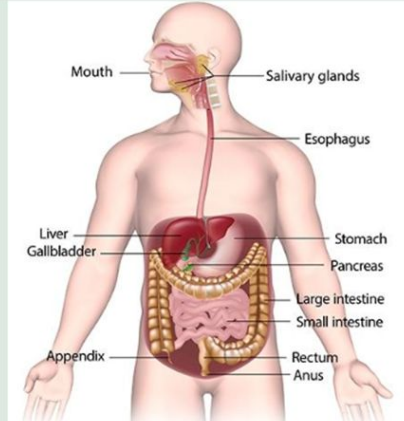
Science For Autumn Term

How does this link
to our existing
knowledge?

What will we be
learning next.

Year 4		SCIENCE	Autumn 1 – Teeth & Digestion
What we already know:		What's next?	
<ul style="list-style-type: none">• The parts of the human body and what they do.• All animals need water, air and food to survive.• The different ways in which humans are healthy.• Animals get nutrition from what they eat.• Humans and some animals have skeletons and muscles for support, protection and movement.• What carnivores, omnivores and herbivores are.• Excretion is one of the seven living processes.		<ul style="list-style-type: none">• Describe the changes as humans develop to old age.• Describe the way in which nutrients and water is transported within animals, including humans.	

Science For Autumn Term

Teeth	Digestive System	Vocabulary
<p>Teeth are used for cutting and chewing food. Not looking after teeth can lead to an increase in plaque and tooth decay.</p> <ul style="list-style-type: none"> • Canines are pointed for tearing and ripping food - these are usually used when chewing meat. • Incisors are shovel shaped and help bite lumps out of and cutting food. • Premolars and molars are flat and they grind and crush food. • <div data-bbox="260 529 618 917"> <div> <div>Primary Teeth</div> <div>Secondary Teeth</div> </div> <div>  </div> </div>	<div data-bbox="705 202 1110 627">  </div> <ol style="list-style-type: none"> 1. The smell of food triggers saliva to be produced. 2. The digestive system begins with the mouth and teeth where food is ingested and chewed. Saliva is mixed with the food which helps to break it up. 3. When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach. 4. In the stomach, food is mixed further with acids. 5. The mixed food is then sent to the small intestine which absorbs nutrients from the food. Any leftover broken down food then moves on to the large intestine. 6. The food minus the nutrients arrives in the rectum where muscles turn it into faeces. It is stored here until it is pushed out by the anus. This is called excretion. 	<p><u>TIER ONE</u> Carnivore, herbivore, omnivore, teeth, body, organ, muscles</p> <p><u>TIER TWO</u> Process – a series of actions used to produce something or reach a goal. Nutrition - the process of taking food into the body and absorbing the nutrients in those foods. Life processes - There are seven processes that tell us that living things are alive. Enamel - the hard white substance that forms the outer part of a tooth. Decay – gradually destroyed by a natural process. Plaque - a substance containing bacteria that forms on the surface of your teeth. Digestion – breaking down ingested food material. Absorb – soak up or take in. Ingested – When animals or plants ingest a substance, they take it into themselves, for example by eating or absorbing it. Excretion - the process of eliminating faeces, urine, or sweat from the body. Faeces - the solid waste substance that people and animals get rid of from their body by passing it through the anus.</p> <p><u>TIER THREE</u> incisor, canine, molar, premolar, mouth, teeth, saliva, oesophagus, stomach, intestines, liver, pancreas, rectum, anus</p>






Science For Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 4	SCIENCE	Autumn 2 - Electricity
What we already know: <ul style="list-style-type: none">Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.Sources of light and sound may need electricity to work.		What's next? <ul style="list-style-type: none">Associate the brightness of a lamp or the volume of a buzzer with the number of voltage of cells used in a circuit.Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.Use recognised symbols when representing a simple circuit in a diagram.

Science For Autumn Term

Electricity and electrical appliances	Circuits	Vocabulary
<ul style="list-style-type: none"> Electricity is generated using energy from natural sources such as the Sun, oil, water and wind. Some appliances use batteries and some use mains electricity: Common appliances that use electricity. 	<p>A complete circuit is a loop that allows electrical current to flow through wires to the battery to component, and through a second wire returning from the component to the same battery.</p> <p>Simple circuit:</p>  <p>Simple series circuit contains one component.</p> <p>Series Circuit A series circuit can have two or more different components or the same components.</p>  <p>If there is a break in the circuit the component will not light / buzz / turn. If the wires are connected to the wrong part of the battery, light, buzzer or motor <u>the</u> will be a break in the circuit. If the bulb is broken inside there is a break in the circuit. When the battery is empty the circuit will not have power (this is not a broken circuit).</p>	<p>Vocabulary</p> <p>TIER ONE Generate - cause it to begin and develop. Appliances – a device or machine in your home that you use to do a job such as cleaning or cooking. Appliances are often electrical. Device - an object that has been invented for a particular purpose. Fuel – a substance such as coal, oil, or petrol that is burned to provide heat or power.</p> <p>TIER TWO Power - energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery. Energy – the power from sources such as electricity that makes machines work or provides heat. Electricity – a form of energy that can be carried by wires and in used for heating and lighting, and to provide power for devices Source – where something comes from. Circuit – a complete route which an electric current can flow around. Current - a flow of electricity through a wire or circuit. Component – the parts that something is made of.</p>
Conductors and Insulators		
<p>When objects are placed in the circuits, they may or may not allow electricity to pass through.</p> <ul style="list-style-type: none"> Objects that are made from materials that allow electricity to pass through create a complete circuit are called electrical conductors.  <ul style="list-style-type: none"> Objects that are made from materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators. 		

Year 4 Computing - Collaborative Learning in Autumn 1

Collaborative learning

Collaborate	Working with others to achieve a specific goal.
Comment	Verbal feedback or notes to express a opinion on something.
e-Document	An electronic file which can contain text, images, tables and charts.
Edit	To change and amend something.
Email	Electronic-mail which allows us to send messages and files from one account to another over a network.
Icon	A small image which represents something or someone.
Insert (file)	To attach or place a file into an email or document.
Link	A line of text that, when clicked, directs you to another website or document.
Presentation software	A program that allows you to insert information into slides ready to share with others.
Presentation	A slide show that is used to display information.
Reply	To say or write a message in response to something that has been said to you.
Reviewing comments	Looking at comments written by others on a document to help the collaborative process.
Share	To show or give a part of something to someone else.
Spreadsheet	A file where you can input, sort and analyse data across a series of cells. Formula can be written to output mathematical solutions from the data.
Transition	Effects that can be applied to occur between slides, images or video clips.

Did you know?

You can work together online on presentations, documents and spreadsheets.



Key facts

Working on an online document editor together:



Presenting the finished poster together:



LEARNING AND FLOURISHING TOGETHER

PROUD TO
BE PART OF

PDET

Year 4 Computing - Coding using Scratch in Autumn 2

Further coding with Scratch

Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Code block	A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.
Conditional statement	A rule which states that something cannot happen until certain requirements are met.
Decompose	To break something down into smaller chunks.
Direction	A way in which something moves such as up, down, left, right.
Feature	The individual parts that make up something.
Icon	A small image which represents something or someone.
Orientation	Positioning to a particular place or direction.
Position	The location of where something or someone is.
Program verb	To write code based instructions for a computer to process.
Project (Scratch)	A creation developed within the Scratch program.
Scratch	A coding program, in which you can develop interactive games and animations.
Sprite	Visual objects that can be manipulated through code, for example to move, respond, appear or disappear.
Stage (Scratch)	The background of the Scratch project to suit your game, animation or project.
Tinker	To explore and play with something to discover the key functions.
Variable	This could be a number or text, that can change each time the program is run and often in combination with selection to change the end result of the program.

Examples of Scratch sprites:



Key facts

Kapow
Primary

Scratch coding blocks and what they do:

Motion

move steps
Move your sprite (character), change direction, point towards and position

Sound

start sound
Play sounds, add sound effects, change volume and pitch when the sprite performs an action

Looks

costume
Include speech and thought bubbles, change the sprite or background appearance and sizes

Events

when clicked
Instruct to perform actions when a certain condition is met or at a specified time

Control

repeat
Loops to repeat code, if statements for when conditions are met and cloning code

Operators

Maths blocks, such as more than, less than, equal to, and, or and not statements; (+, -, x, ÷)

Sensing

touching mouse-pointer ?
Respond to certain actions, such as moving the mouse pointer, questions, timers and dates

Variables

set my variable to
Set a value yourself, such as a score counter

My blocks

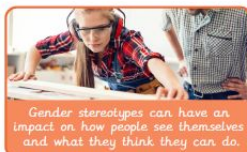
myBlock
Create your own coding blocks! - Give them a name and add instructions



Year 4 PSHRE - Family & Relationships and Health & Wellbeing

Year 4 - Families and relationships

Act of kindness	Doing something nice for someone.
Authority	A person with high status and decision making power.
Bereavement	Mourning or grieving somebody who has died.
Bullying	To cause repeated physical or emotional pain to somebody.
Bystander	Someone who watches something happening without getting involved.
Manners	A way of behaving that shows respect for other people.
Permission	Allowing someone to do something once they have asked first.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.



Gender stereotypes can have an impact on how people see themselves and what they think they can do.

Families in different parts of the world have different ways of living.

There are different ways we can help people when someone close to them has died.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

Different manners are needed in different situations.

Everyone should be respected, especially people who have a position of authority such as police and teachers.



People have different boundaries and we should respect these.

Your body belongs to you and you have the right to decide what happens to it.



How we behave can have a positive impact on other people, for example saying something kind or helping them.



How we behave can have a negative impact on other people, for example saying nasty things or not letting them join in.

Kapow Primary

Year 4 - Health and wellbeing

Fluoride	A chemical found in toothpaste that helps keep our teeth strong and healthy.
Healthy	Being well, both physically and mentally.
Mental health	Our emotional wellbeing.
Negative emotions	Emotions which make us feel sad or angry.
Positive emotions	Emotions which make us and others around us feel happy.
Relaxation	Doing calming activities such as having a bath or reading a book.
Resilience	A willingness to keep trying even when things become very hard.
Skill	The ability to do something well.
Visualise	To create an image of something in the mind.

Health tips

Visit a dentist regularly to make sure your teeth are healthy.

Keep a diary of things which happen to you and how they make you feel.

Your physical and mental health are equally important and there are things you can do to look after them both.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts



There are number of things we can do to keep our teeth healthy including: brushing twice a day, visiting the dentist, avoiding sugary food and drinks and using a fluoride toothpaste.



Visualising a special place can help us to relax and deal with problems.

We can learn from our mistakes.

We can all learn new skills.



Different things make different people happy.



Emotions can be positive and negative and we need to learn to deal with both.

Sometimes, people have problems with their mental health. If they do, there are people who can help them.

Kapow Primary


Year 4 Design & Technology - Come Dine with Me

Food - Come dine with me

Accompaniment	Something which goes well together with other foods and drinks.
Cookbook	A book which contains recipes to make various dishes or foods.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Equipment	Items and objects which are needed to complete a task.
Farm	Land or water used to produce crops or raise animals for food.
Flavour	How food or drink tastes. (e.g. sour, sweet, bitter, salty)
Imperative verb	Also known as 'bossy verbs' because they tell you what to do. You put them at the beginning of a command or action. (e.g. bake, grill, add, heat).
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Method	A way of carrying out a certain process, following a list of instructions.
Nationality	Belonging to a certain group of people in a particular country.
Preparation	The process of getting ready to make something.
Processed	When foods are passed through multiple processes in a factory to change or preserve it so it keeps for longer.
Reared	To breed and raise livestock. e.g. cows.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A particular group or person who a product is aimed at.
Unit of measurement	The unit which you use to measure a quantity. (e.g. litres)

Did you know?

Hawaii produces about 1/3 of all pineapples in the world.

 You cannot mix raw meat with other ingredients, it is not safe. Remember to also wash your hands after handling raw meat.



Key facts

Kapow Primary

The five different food groups are:

1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar



Many countries have traditional dishes. For example: India is known for hot curries, whilst England is known for the fish'n'chips which were historically served in newspaper.

Year 4 PE - Outdoor Adventure Activities

LESSON 1	To build communication and trust whilst showing an awareness of safety.
LESSON 2	To collaborate as a team to solve problems.
LESSON 3	To develop tactical planning and problem solving.
LESSON 4	To work as a team and use critical thinking to determine the best approach.
LESSON 5	To develop navigational skills and map reading.
LESSON 6	To use a key to identify objects and locations.





Year 4 PE - Gymnastics

LESSON 1	To develop the straddle, forward and backward roll.
LESSON 2	To develop rolling into sequence work and on apparatus.
LESSON 3	To develop counter balance and counter tension.
LESSON 4	To develop counter balance and counter tension into sequence work with apparatus.
LESSON 5	To develop jumps and explore the effect of height.
LESSON 6	To explore jump sequence work with consideration of performance tools.
LESSON 7	To develop inverted movements with control.
LESSON 8	To develop inverted movements with control.
LESSON 9	To use flight from hands to travel over apparatus.

Year 4 Music

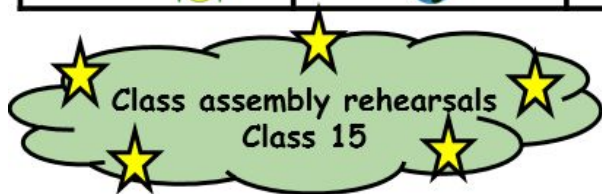


Year 4 Music Autumn

<p>Topic: Food and drink Focus of unit: Performance Use voices expressively Perform sequences of sound matched to visual sequences Perform and compose call and response chants; rondo structures, word rhythms, verse and chorus. Perform rhythmic and melodic accompaniments</p> 	<p>Topic: Environment Focus of unit: Composition Explore different sounds (timbres) for description Explore combinations of timbres for accompaniments Accompany a song with drone and ostinato Compose an introduction to a song</p> 	<p>Topic: In the past Focus of unit: Notation Learn to play a Renaissance dance from notations Compose a fanfare Understand simple musical structures Learn a dance Play music used for celebrations Learn a 1960 pop song Create a performance</p> 	<p>Topic: Sounds Focus of unit: Exploring sounds Classify instruments by the way the sound is produced Learn simple beatboxing sounds Sing a partner song Explore combined expressive effects of different instrument groups</p> 
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First Access
 Continue to learn to play the recorder.



Sacred Chorale
 Rock N Roll
 Jazz
 Blues
 Country
 RnB

Listening focus:
Genres of music

Listening to a variety of musical genres and discussing instrumentation, historical and cultural significance, and notable features

Year 4 French

Year 4 Knowledge organiser Rigolo unit 1 bonjour!

Numbers to 20		
0 zéro	8 huit	16 seize
1 un	9 neuf	17 dix-sept
2 deux	10 dix	18 dix-huit
3 trois	11 onze	19 dix-neuf
4 quatre	12 douze	20 vingt
5 cinq	13 treize	
6 six	14 quatorze	
7 sept	15 quinze	

Greetings		
Bonjour ! (hello, formal)	Au revoir ! (Bye)	
Salut ! (Hi) / Bye!	Monsieur (Mr)	
Bon matin ! (Good morning)	Mademoiselle (miss)	
Bon après midi ! (Good afternoon)	Madame (Mrs)	

Phonics

The grapheme QU sounds like kuh in French.

quatre quinze qui ? (who?)

The grapheme Eï sounds like eh in French.

treize seize

The grapheme Oï sounds like wa in French.

trois croissant

The grapheme l sounds like ee in French.

une guitare un violon

Year 4 Knowledge organiser Rigolo unit 1 bonjour!

Musical instruments

J'ai... (I have) et... (and) un piano.

un tambourin un tambour un violon

un clavier une flûte à bec

une guitare une trompette.

Saying how many

Combien de... ?

How many... ? Il y a ...

There is / there are...

Grammar (plurals)

Plural means more than one.

Combien de guitares ? (How many guitars?)

Use a number word instead of the word un or une.

Il y a deux guitares. (There are 2 guitars.)

Write an s on the end of the musical instrument word.

The s is silent.

Year 4 Knowledge organiser Rigolo unit 2 En Classe

School nouns

un crayon un sac

une gomme un cahier

un stylo une trousse une règle

J'ai...
I have...

Tu as...?
Do you have...?

Classroom instructions (verbs)

ex sounds like ay in these words

Levez-vous ! Chantez !

Asseyez-vous ! Regardez !

Écoutez ! Écrivez !

Lisez !

Example sentences: Tu as un stylo ? (Do you have a pen?)
J'ai un crayon. (I have a pencil.)

Grammar

All nouns in French are masculine or feminine.

The determiner in front of the word tells us if the word is masculine or feminine.

un = a (masculine nouns)

une = a (feminine nouns)

Intercultural understanding

- *Most schools in France don't have a school uniform.
- *French school days are often longer than in England but the school holidays are also longer in France.
- *Schools in France often close on Wednesday afternoon but children also go to school on Saturday mornings.

Year 4 R.E.

What can Christians learn from the Creation story? Aut 1



- *Can you talk about God's characteristics using the creation story as a reference?
- *Can you give valid reasons (backed up by Bible quotes) as to whether Christians should be vegetarian or not?
- *Do you know what happens at a Jewish Bar/Bat Mitzvah and the difference between them both?
- *Can you use the correct vocabulary when explaining what happens before and during the Jewish Bar/Bat Mitzvah ceremony?
- *Can you make links between the Jewish Bat Mitzvah and the Christian Holy Communion?



Who are the Jews? How does Bar/Bat Mitzvah impact on the life of Jewish ch? Aut 2